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ABSTRACT

A project developed a model program philosophy and curricula for postsecondary marketing programs to establish a consistency among Missouri institutions offering these programs. Project activities included a research review; analysis of the scope of offerings of current postsecondary marketing education programs; development, administration, and tabulation of a consensus instrument; development of course outlines based on consensus agreement of "core courses" for postsecondary marketing education programs; and development of a scope of offerings for postsecondary marketing education programs to facilitate articulation. Postsecondary instructors reached consensus on the mission of marketing education, a mission statement, a program identification title (Marketing Management), basic course prefix titles, and the vocational application of the curriculum through marketing internships. Core and support courses were identified. Specific course outlines, scope of the program offerings, and sample articulation agreements for both vertical and horizontal articulation were developed. (Following the 17-page report are these appendixes and attachments: outlines for core courses; sample internship instructional management plans; sample articulation agreements--postsecondary institution to postsecondary institution and secondary level to postsecondary level; project procedures; eight references; consensus instrument; and glossary.) (YLB)

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FINAL REPORT

A MODEL PHILOSOPHY AND PROGRAM FOR POST SECONDARY MARKETING AND MID-MANAGEMENT PROGRAMS IN MISSOURI

Project Number: 89-133-110-1-C

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June 30, 1989

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ABSTRACT

TITLE: A Model Philosophy and Program for Post Secondary Marketing and Mid-Management Programs in Missouri

PRINCIPAL INVESTIGATOR: Clifton L. Smith
University of Missouri-Columbia

PROJECT GOAL: To develop a model program philosophy and curricula for post secondary marketing education (marketing/mid-management) programs for the purpose of establishing a consistency among institutions offering these programs in Missouri.

OBJECTIVES: (1) To develop a model program philosophy for post secondary marketing education (marketing/mid-management) programs in Missouri. (2) To design a model instructional program at the post secondary level. (3) To develop a model instructional program at the post secondary level that delineates specific competency based outcomes. (4) To develop a scope of offerings for post secondary level marketing education (marketing/mid-management) programs for purpose of articulation.

PROCEDURES: To implement the project design, the following activities were conducted: (1) a review of previous reseach was conducted; (2) the scope of offerings of current post secondary marketing education programs were analyzed; (3) a consensus instrument was developed, administered, and tabulated; (4) course outlines were developed based on consensus agreement of "core courses" for post secondary marketing education programs; (5) a scope of offerings for post secondary marketing education programs was developed for the purpose of facilitating articulation.

RESULTS AND FINDINGS: The specific results and findings from this project were: (1) consensus was reached on the Mission of Marketing Education (which revalidated the national mission statement); (2) consensus was reached on a Mission Statement for Post Secondary Marketing Education programs in Missouri; (3) consensus was reached on a program identification title: Marketing Management; (4) consensus was reached on basic course prefix titles; (5) specific courses were identified as "core courses" for the program: Principles of Marketing, Principles of Sales Promotion, Principles of Salesmanship, and Principles of Management; (6) specific courses were identifed as support courses: Introduction to Business, Economics, Legal Aspects of Law (Business), and Accounting Principles; (7) consensus was attained on the vocational application of the curriculum through the use of Marketing Internships; (8) specific course outlines and scope of the post secondary marketing education program offerings were developed; (9) sample articulation agreements for both vertical and horizontal articulation are provided.

FINAL PRODUCT: The final product from this project is a model program philosophy, core courses, support courses, marketing internships and scope of offerings for post secondary marketing education programs in Missouri. In addition, articulation agreements for both vertical (secondary to post secondary) and horizontal (post secondary to post secondary) articulation are provided.

RECOMMENDATION FOR FURTHER ACTION: Post secondary institutions offering marketing education programs should review the findings of this project for the purposes of state-wide realignment of curriculum offerings. Each post secondary marketing education program should then identify specializations that could be effectively offered at a specific institution. The development of state-wide articulation agreements, to include both vertical and horizontal articulation, should be considered to allow secondary students to articulate to post secondary institutions and post secondary students to articulate between institutions for the purposes of completing a specific specialization.

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INTRODUCTION

Education for marketing is achieved through teaching the discipline of marketing. Such education is accomplished through a program of Marketing Education which is offered by various institutions within the educational structure of the State of Missouri. As the marketing sector of the Nation's economic structure becomes more complex, the need for personnel primarily educated for marketing occupations becomes more crucial. Individuals and businesses look to the educational institutions of the State to meet the needs of of this growing occupational area.

The Marketing Education Program

The marketing education program presents a scope and sequence of instruction through various education institutions. The instruction is designed to meet the continuing needs of individuals throughout their occupational careers.

Marketing Education is designed to provide programs and services for youth and adults with career interests in marketing. The following is the nationally accepted mission statement for Marketing Education:

> "The mission of Marketing Education at the prebaccalaureate levels is to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities which accompany the right to engage in marketing businesses in a free enterprise system." (Samson, 1980)

Accompanying the mission statement developed by Samson, six premises essential to Marketing Education were deveoped and serve as guidelines regarding instruction, programs, personnel, and community involvement throughout public education:

1. The discipline of marketing is the content base for all instruction.
2. Instruction will be offered to any personnel and in whatever setting necessary to meet community needs.

3. Programs will deliver a range of instruction covering functional skills, career competency development, operational management, and entrepreneurial development.

4. Instruction will stress application to and direct involvement with marketing businesses and be carried out by a variety of methods.

5. Professional personnel in the field of Marketing Education will have training in marketing, in Marketing Education, and business experience in marketing.

6. Where offered, Marketing Education will be considered an integral part of the institution's educational program with direction and counsel coming largely from a business community advisory group.

The program is people centered, offering instruction for (1) high school students, (2) postsecondary students (including adults), and (3) adults either employed or unemployed.

High School Students. High school students served by marketing education are most frequently in the 10th, 11th, or 12th grades. These students have an interest in the field of marketing. The instruction is vocational in nature, but has transferability to other disciplines, and may use internships (cooperative education) for vocational application.

Post secondary Students. The post secondary age group is considered to be those who are past the usual high school age, normally, at least 18. The upper age limit is indefinite, but the larger part of the post secondary group is in the mid to late 20s. The majority of this group would take instruction leading to a 2-year associate degree or similar recognition of completing a formal program of studies. The program of study prepares the student in both breadth and depth in the various competencies necessary for marketing primarily at the middle management level.

Adults. Adult training or retraining is designed to meet the needs of adults who are employed or unemployed, but whose circumstances preclude regular full-time school attendance. Marketing Education for adults provides a range of learning opportunities from short courses to advanced curriculums.

Post Secondary Education

Post secondary institutions have many different names--junior colleges, community colleges, technical institutes, and divisions of four year-colleges. The name of an institution does

not necessarily reflect its nature. Each type of institution tends to have distinguishing characteristics which affect the type and quality of education programs it may conduct.

Increased demand for personnel with middle level management skills, greater occupational specialization, and advancing technology make the postsecondary institution a logical choice for offerings in marketing education. Post secondary marketing education has several characteristics which distinguish it from marketing education conducted at the secondary level. Post secondary marketing education:

1. Serves a student population from a large geographic area.
2. Follows a collegiate schedule of classes with special flexibility to permit appropriate application of learning.
3. Provides instruction in marketing functions, product area, or business.
4. Provides instruction which leads to specialization in a marketing function, product area, or business category.
5. Provides instruction leading to supervisory and management competencies.
6. Utilizes businesspersons from a wide range of marketing interests and from a wide geographic area for advisory and resource purposes.

In addition to these characteristics each post secondary institution will have special features peculiar to its own philosophy and aims.

CURRICULUM FOR POST SECONDARY MARKETING EDUCATION

Post secondary institutions in Missouri have had great flexibility in the Marketing Education (Mid-Management) curriculums it may have offered. Because of this flexibility, post secondary marketing education (mid-management) curriculums have been found to have considerable variation and a lack of uniformity.

Uniformity in curricula among educational institutions has long been a difficult task to manage. Resistance to uniformity has been voiced in statements about regional differences, academic freedom, local control, coordination, and cooperation--just to name a few.

When the term articulation is used, educators believe in working with vertical articulation (secondary to post secondary) and horizontal articulation (within the institution)--but little articulation among institutions occurs or has occurred. Marketing educators, at both the secondary and post secondary level, have been addressing this problem since 1980 where a need to standardize curriculum was indicated at a national conference (Vail Conference, 1980). This was reinforced in 1984 at the National Marketing Education Curriculum Conference.

Based on previous research conducted in Missouri, it was found that post secondary marketing education (mid-management) programs differ from institution to institution with no common base in philosophy or curriculum. To provide continuity among institutions offering these programs, a need existed to develop a model that delineates the scope of offerings, the level of offerings, and the methods of vocational application. Continuity among these institutions offering these programs needs to be established to successfully effect the improvement of these programs and to provide for a smooth transisition for the purpose of articulation.

The primary concern of this project was the development of a two year, post secondary marketing education (mid-management) curriculum which leads to an associate degree, diploma, certificate, or similar recognition of successful completion. Such a curriculum encompasses approximately 60 to 66 semester hours of formal study. Instruction is designed to develop competencies for middle level marketing occupations. The marketing internship (cooperative education method) is used to provide vocational application of classroom instruction.

A curriculum describes the important components of what is to be taught and determines the relationships of these components to each other and to the outcomes desired. A curriculum also provides a consistent framework of values and the priorities for dealing with these values in the teaching-learning situation.

Each of the following concepts represents a component of what is to be taught or a value concept regarding the post secondary Marketing Education (Mid-Management) curriculum:

1. While the focus of post secondary curricula is on middle management and specialist levels of employment, this is only a part of the total program. Curriculums designed to pepare for

entry career positions in marketing are provided by secondary schools and may also be offered by post secondary institutions. Positions at top management levels in marketing are generally attained by baccalaureate degree preparation.

2. Students enrolling for post secondary Marketing Education (Mid-Management) programs are usually high school graduates. They have selected an occupational objective in the field of marketing and have an aptitude for the work in their area of interest. The student should have the competence of the average or above average high school graduate. Students lacking competence in the basic skill prerequisites should be given an opportunity to make up any deficiencies.

3. The content of the courses in the curriculum is based upon the objectives for which the curriculum is designed. Individuals completing a curriculum should be able to function in middle level positions within the occupational field of marketing. Qualifications essential for successful performance within the field of marketing and at the mid-management level must be obvious to potential employers.

STATEMENT OF THE PROBLEM

The overall goal of the project was to develop a model program philosophy and curricula for post secondary marketing education (mid-management) programs to establish a consistency among institutions offering these programs in Missouri.

OBJECTIVES AND FINDINGS

The specific objectives and findings of the project were:

Objective Number One: To develop a model program philosophy for post secondary marketing education (mid-management) programs in Missouri.

Findings: In order to develop a model program philosophy, post secondary marketing instructors were asked to reach consensus on (1) the Mission Statement of Marketing Education and (2) a Mission Statement of Post Secondary Marketing Education (Mid-Management) Programs

in Missouri. Consensus was reached on the Mission of Marketing Education (which revalidated the national mission statement developed by Samson in 1980):

"The Mission of Marketing Education at prebacalaureate levels is to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system."

In addition, consensus was also reached on a Mission Statement for Post Secondary Marketing Education (Mid-Management) programs in Missouri:

"The Mission of the Post Secondary Marketing Education program is to introduce students to the broad field of marketing--both in content and careers; provide them with academic experiences in product planning, pricing and distribution, market research, advertising and sales promotion, and selling techniques; and be able to perform basic marketing functions in marketing occupations such as retailing, wholesaling, transportation and service businesses."

In addition, consensus was reached on the program identification title: **MARKETING MANAGEMENT**. The adoption of a consistent program identity title will enable programs to more accurately identify their mission within the post secondary institution.

Objective Number Two: Design a model instructional program at the post secondary level.

Findings: In order to develop a model instructional program, basic course prefix/suffix titles needed to be established. Post secondary marketing instructors reached consensus that basic courses be titled as **Principles** (of Marketing).

As agreed upon by the postsecondary marketing instructors, a common core of courses/content could and should be developed for postsecondary Marketing Education programs (including those which are specific occupationally based, i.e., Fashion Marketing; Hospitality Marketing). After reviewing a cumulative list of courses, instructors indicated whether that course should be included in the core. The courses identified are listed below.

Marketing Core Courses

Marketing

Sales Promotion (Advertising & Visual Merchandising)

Salesmanship (Selling)

Management (Supervision)

Based upon the consensus of the post secondary marketing instructors, four common courses were identified as being a part of the common core. Based on the common core, a definition for each course was developed.

Principles of Marketing: Marketing foundations represent the basic skills and understandings of the marketing concept and the business environment and managment systems within which it is implemented. Concepts include functions of business, ownership structures, marketing functions and concepts, channels, management functions, budget considerations, business operations, and specialized applications of business operations.

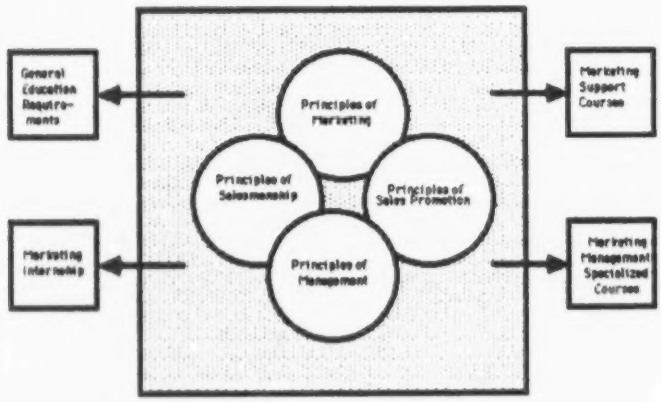
Principles of Sales Promotion: The promotion function refers to communicating information about products, services, image, or ideas to influence consumer behavior. Topics include the communication process, the marketing-communications mix, promotion planning, and managing the promotion function.

Principles of Salesmanship: The selling function refers to responding to consumer wants and needs through planned, personalized communication to influence purchase decisions and ensure customer satisfaction. Topics include understanding customers, the processes and techniques of selling, the ethics of selling, time and activity planning, product/service knowledge, supporting activities, and managing the selling function.

Principles of Management: Management involves the development, control, and evaluation of employees. Topics include training techniques, supervisory skills, communication with subordinates, employee morale, job satisfaction, and developing a management philosophy.

Figure 1

Core Courses for Postsecondary Marketing Management Programs



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Post secondary marketing instructors also reached consensus on a set of courses that would serve as support courses for the core courses. The following courses that would serve as support courses within the core are listed below.

Support Courses

Introduction to Business

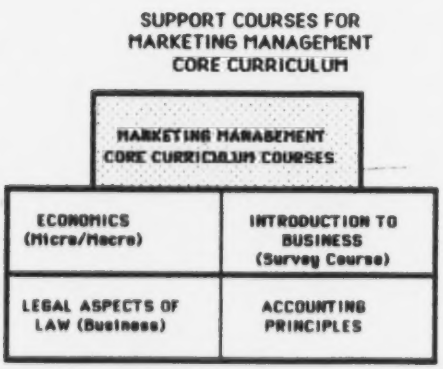
Economics

Legal Aspects of Law (Business)

Accounting Principles

Additional courses were suggested, but consensus was not reached on whether the topics identified should be either a separate course or integrated within the core curriculum courses. These included: Mathematics Applications in Marketing; Computer [micro] Applications in Marketing; and Marketing Information Management (Marketing Research).

Figure 2



In addition, consensus was attained on the vocational application of the curriculum through the use of Marketing internships (cooperative education method). This method is primarily focused upon providing the student with an opportunity to experience, explore, and achieve occupational application of the various competencies learned through classroom instruction.

Marketing internships requires that the student be employed in a selected marketing or marketing-related aspect of a business firm on some regularly planned basis. Two common means of arranging this employment was found: (1) regular part-time employment concurrent with classroom instruction, and (2) periodic full-time employment blocked between periods of classroom instruction. Course credit was given for part-time and for periodic marketing internships.

Certain specific conditions exist when the internship is used to provide the vocational application of classroom instruction to actual job situations. Attainment of competence can be achieved through different organizational patterns, but each should meet the following criteria:

1. The institution, usually through the Marketing Management instructor(s), selects and approves the businesses which provide laboratory instruction and planned occupational experiences.

2. The occupational experience is based upon clearly defined instructional goals, as indicated on Instructional Management Plans (IMPs), to be attained through the cooperative effort of the institution and the business firm.

3. The business and the institution jointly develop an educational plan which assigns responsibilities within the firm and describes the sequence of instruction and experience.

4. The student has regularly scheduled employment in the business for which he/she receives a salary.

5. The student receives credit for the occupational experience.

6. Regular progress reports and evaluative sessions are held by a member of the Marketing Management staff with the student and representative(s) of the business.

The Marketing Internship should compose six semester hours of credit in the post secondary Marketing Management program and be divided into two courses (i.e. Marketing Internship I and Marketing Internship II) with each course resulting in three semester hours of credit. In relationship to the number of hours of employment and credit earned, each institution should meet a minimum requirement, and in most instances, one hour of credit is equal to 54

hours of instruction. Thus, a three semester hour internship would equate to 162 hours of employment within a business. Students should have specific assignments, reports, and experiments as outlined in the Instructional Management Plan utilized by the Marketing Management program. The Instructional Management Plan should differentiate between the first Marketing Internship and the second Marketing Internship in terms of the learning experiences expected of students. The first Marketing Internship should consist of career substaining (career entry) learning experiences, while the second Marketing Internship should consist of marketing specialist (supervisory/managerial) learning experiences.

The suggested curriculum pattern for the post secondary Marketing Management program would be composed of the following: Marketing Management Core Courses (12 semester hours), Suppport Courses for the Marketing Management Core Courses (12 semester hours), Marketing Management Internship (6 semester hours), General Education Requirements (15-18 semester hours), and Specialization Courses for Degree Program (15-18 semester hours). Refer to Figure 3.

The total semester hours required for an Associate Degree in Marketing Management would be composed of 60 to 66 of credit. This would require a minimum of four semesters of full-time enrollment by the student.

Objective Number Three: To develop a model instructional program at the post secondary level to include courses that delineate the following:

A. Name of the course

B. Persons for whom the course is intended

C. The over-all purpose of the course

D. Specific instructional objectives for the course

E. Subject matter topical outline for each course

F. Suggested text(s) and reference materials for each course

G. Suggested testing applications for each course

H. The plan of vocational application for each course

Figure 3

SUGGESTED CURRICULUM FOR
MARKETING MANAGEMENT PROGRAM

MARKETING MANAGEMENT
CORE COURSES
12 Semester Hours

Principles of Marketing
Principles of Salesmanship
Principles of Sales Promotion
Principles of Management

SUPPORT COURSES FOR
MARKETING MANAGEMENT
CORE COURSES
12 Semester Hours

Economics (Micro/Macro)
Introduction to Business (Survey)
Legal Aspects of Law (Business)
Accounting Principles

MARKETING MANAGEMENT
INTERNSHIP
6 Semester Hours

Marketing Internship I
Marketing Internship II

GENERAL EDUCATION
REQUIREMENTS
15-18 Semester Hours

English I/English Comp I
American History/American Government
English II/English Comp II
Science (Biological/Physical)
Humanities
Others as Required

SPECIALIZATION COURSES
FOR ASSOCIATE DEGREE IN
MARKETING MANAGEMENT
15-18 Semester Hours

As Required by Institution or
Specific Degree Program

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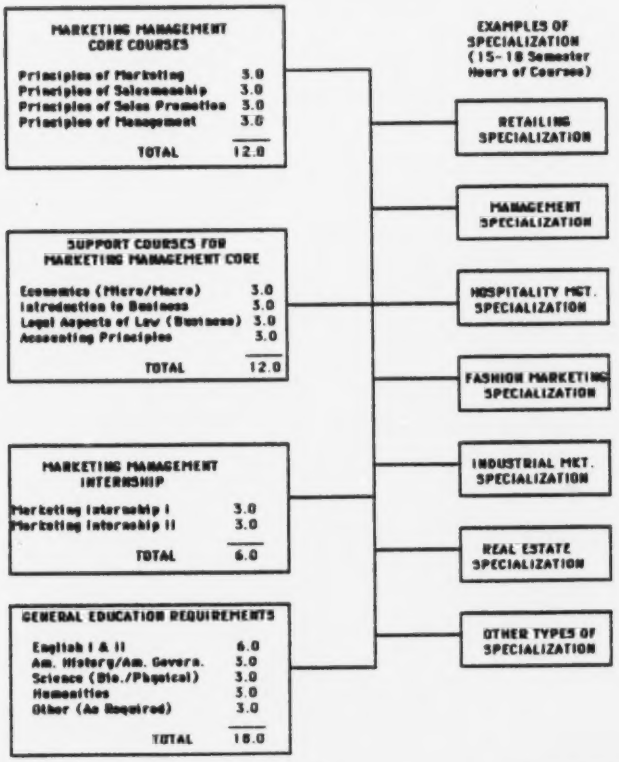
Findings: Based on the consensus of the core courses for post secondary Marketing Management, outlines of each core course were developed and reviewed. Refer to Appendix A for specifics concerning each course.

Objective Number Four: To develop a scope of offerings for post secondary level marketing education programs for purposes of articulation among post secondary institutions.

Findings: Based on the development of core courses for the Marketing Management program, the identification of support courses for the Marketing Management core courses, and the specification of the internship component of the Marketing Management program, a scope of offerings by post secondary institutions was identified. The scope of offerings consists of Marketing Management "specializations" which would enable a student to have instruction within a specific marketing function, product area, or business category. Such "specializations" could be: Retailing, Management, Hospitality Management, Fashion Marketing, Industrial Marketing, Real Estate, or other areas deemed appropriate by the institution and state agencies.

Figure 4

PROPOSAL FOR MARKETING MANAGEMENT
CORE WITH SPECIAL EMPHASIS



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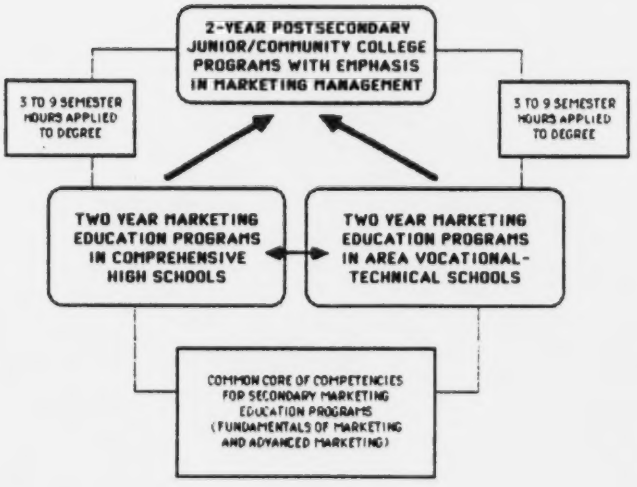
Upon adoption of the core for Marketing Management programs, students would have the availability of enrolling in the core courses, support courses, and general education requirements at one post secondary institution and then "articulating" or transferring to another post secondary institution that may offer the specialization that fits the students career aspirations within marketing. Articulation agreements between post secondary institutions within the State would need to be completed in order to assist in this arrangement. This type of articulation agreement would eliminate the duplication of academic specializations in Marketing Management, but the availability of a core Marketing Management program would be offered at each post secondary institution. This in turn would also assist those secondary marketing education students who wish to articulate to a post secondary institution, and the articulation agreements between secondary and post secondary institutions would designate the core courses a student would be able to receive "credit" for at all post secondary institutions.

Figure 5

ARTICULATION PLAN FOR
SECONDARY AND POSTSECONDARY
MARKETING EDUCATION PROGRAMS
IN MISSOURI


2-YEAR POSTSECONDARY JUNIOR/COMMUNITY COLLEGE PROGRAMS WITH EMPHASIS IN MARKETING MANAGEMENT
3 TO 9 SEMESTER HOURS APPLIED TO DEGREE
3 TO 9 SEMESTER HOURS APPLIED TO DEGREE
TWO YEAR MARKETING EDUCATION PROGRAMS IN COMPREHENSIVE HIGH SCHOOLS
TWO YEAR MARKETING EDUCATION PROGRAMS IN AREA VOCATIONAL-TECHNICAL SCHOOLS
COMMON CORE OF COMPETENCIES FOR SECONDARY MARKETING EDUCATION PROGRAMS (FUNDAMENTALS OF MARKETING AND ADVANCED MARKETING)

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POPULATION

To gather the information needed for this project, the seventeen post secondary institutions in Missouri offering marketing education (mid-management) programs responded to written requests and personal interviews to provide relevant program information and assistance. Refer to Appendix B for a listing of Post Secondary Institutions offering marketing education (mid-management) in Missouri.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion Number One: Based on the consensus of post secondary instructors, the national marketing education mission was appropriate for describing the activities of post secondary programs and that the mission statement developed for post secondary marketing education programs in Missouri is appropriate in describing the activities of program.

Recommendation Number One: Post secondary institutions offering programs in marketing education should adopt the mission statement developed and utilize this mission statement in publications and activities concerned with the program.

Conclusion Number Two: Based on the consensus of post secondary instructors, a common title to describe the post secondary marketing education programs is appropriate.

Recommendation Number Two: Post secondary institutions offering programs in marketing education should adopt the program title of "Marketing Management" as the umbrella identifier and that speciality titles be utilized in reference to specializations under the Marketing Management program title.

Conclusion Number Three: Based on the consensus of post secondary instructors, courses under the program area of Marketing Management should have a basic course prefix/suffix.

Recommendation Number Three: Post secondary institutions offering programs in "Marketing Management" should adopt the common prefix of "Principles of..." to identify core courses within the curriculum sequence. This will provide a commonality of courses among post secondary institutions.

Conclusion Number Four: Based on the consensus of post secondary instructors, a common core of courses/content can be identified and utilized by all post secondary programs in "Marketing Management."

Recommendation Number Four: Post secondary institutions offering programs in "Marketing Management" should realign their curriculums to offer the four specific courses identified as core courses: Principles of Marketing, Principles of Sales Promotion, Principles of Salesmanship and Principles of Management. Each of these core courses should be offered on a 3.0 semester credit hour basis.

Conclusion Number Five: Based on consensus of the post secondary instructors, a common core of support courses can be identified and utilized by all post secondary programs in "Marketing Management."

Recommendation Number Five: Post secondary institutions offering programs in "Marketing Management" should realign their curriculums to offer the four specific courses identified as support courses: Introduction to Business, Economics, Legal Aspects of Law (Business), and Accounting Principles. Each of these support courses should be offered on a 3.0 semester credit hour basis.

Conclusion Number Six: Based on consensus of the post secondary instructors, the vocational application of the curriculum through the use of Marketing Internships (cooperative education) is appropriate.

Recommendation Number Six: Post secondary institutions offering programs in "Marketing Management" should realign their curriculums to offer Marketing Internships as the vocational application of the curriculum and that the following pattern and criteria be adopted:

1. The Marketing Internship be composed of six (6) semester hours of credit and be divided into two courses: Marketing Internship I and Marketing Internship II. Each Marketing Internship course should be offered on a 3.0 semester credit hour basis.

2. The number of hours of employment for the Marketing Internship be equated to the number of hours of instruction required for credit. In most institutions, this would equate to 162

hours of employment within a business for three semester hours of credit (1.0 semester hour of credit is equal to 54 hours of instruction).

3. That Instructional Management Plans be utilized and that learning experiences in the Marketing Internship correspond to the sequence of career substaining during the first internship and marketing specialist during the second internship. Refer to Appendix C for suggested Marketing Internship materials. (NOTE: Additional Instructional Management Plan learning experiences can be obtained from the Instructional Materials Laboratory (IML) at the University of Missouri-Columbia).

Conclusion Number Seven: The development of a "core curriculum" for post secondary "Marketing Management" programs will enable specializations within a specific marketing function, product area, or business category.

Recommendation Number Seven: Upon adoption of the "core curriculum" each "Marketing Management" program should identify specializations that could be effectively offered based upon the conditions (in terms of instructors, facilities, and occupational need) of a particular institution. Many of these specializations are already offered and would only need to be aligned with the core curriculum.

Conclusion Number Eight: Horizontal articulation agreements between post secondary institutions, for the purpose of allowing students to transfer between institutions, should be established to allow individuals who have completed the "core curriculum" to seek appropriate "specializations."

Recommendation Number Eight: Post secondary institutions who have established "specializations" under the program title of "Marketing Management" should seek to develop articulation agreements between institutions to enable students to transfer or articulate horizontally for the purpose of completing a Marketing Management program with a particular specialization of the student's choice. This type of articulation agreement would eliminate the duplication of academic specializations in Marketing Mangement, but the availability of a core Marketing Management program would enable students to start at one institution and complete the

degree program at another without the loss of academic credit. Refer to Appendix D for a sample Articulation Agreement.

Conclusion Number Nine: The adoption of a "core curriculum" by post secondary "Marketing Management" programs would enable a uniformity of advanced placement articulation with secondary marketing education programs.

Recommendation Number Nine: A core curriculum enables postsecondary programs to have a degree of uniformity which corresponds to the identified core curriculum for secondary marketing education programs. With this degree of uniformity, state-wide articulation agreements which address advanced placement for secondary marketing education students should be developed between secondary and post secondary institutions that specifies the following conditions:

1. Numer of semester hours of advanced credit that would be awarded a secondary student for completion of a one or two year curriculum in marketing education.

2. Number of semester hours of credit that a secondary student articulating to a post secondary institution must complete before articulation credit hours are applied to the student's program of studies.

3. Title of courses that would be substituted for an articulated student.

4. Validation procedure of grade(s) in marketing education at the secondary level.

Refer to Appendix E for a sample Articulation Agreement.

APPENDIX A

OUTLINES FOR CORE COURSES

Principles of Marketing
Principles of Sales Promotion
Principles of Management
Principles of Salesmanship

PRINCIPLES OF MARKETING

Course Credit: 3.0 Semester Hours

Description: Marketing foundations represent the basic skills and understandings of the marketing concept and the business envrionment and management systems within which it is implemented. Concepts include functions of business, ownership structures, marketing functions and concepts, channels, management functions, budget considerations, business operations, and specialized applications of business operations.

Objectives: The student will be able to:

1. Define marketing and provide examples of its use by individuals, business organizations, and nonbusiness organizations.
2. Describe the evolution of marketing.
3. Identify the major forces in the economic environment that impact marketing.
4. Interrelate strategic organizational planning, strategic business unit planning, and marketing planning.
5. Describe the basic purpose and nature of a marketing information system and its relationship to marketing research.
6. Compare and contrast the mass market strategy, the concentration strategy, and multisegment strategy.
7. Distinguish between mass marketing and targeted marketing.
8. Distinguish between a product mix and a product line.
9. Explain the concept of product positioning.
10. Identify and explain the stages in the new product development process.
11. Distinguish between manufacturer and dealer brands.
12. Identify the key issues in branding strategy.
13. Identify and explain the objectives of packaging.
14. Distinguish among types of labels and the importance of label design.
15. Explain the purposes of marketing channels.
16. Identify the major influences on channel development.
17. Identify the major types of retailing firms.
18. Compare and contrast in-store and nonstore retailing.
19. Identify major trends in retailing.

20. Identify the functions of wholesaling.

21. Identify major trends in wholesaling.

22. Explain the objectives of physical distribution.

23. Describe a promotional mix and the factors that influence its development.

24. Distinguish among the major types of advertising.

25. Explain how marketing organizations conduct public relations and publicity activities.

26. Explain the importance, objectives, and tasks of personal selling.

27. Explain the importance of price to marketers

28. Identify and describe industrial markets.

Course Outline:

I. Overview of Marketing
   - A. Marketing's Origins
   - B. Marketing's Evolution
   - C. The Marketing Concept

II. The Marketing Environment
   - A. Economic Environment
   - B. Competitive Environment
   - C. Technological Environment
   - D. Sociocultural Environment
   - E. Political-Legal Environment

III. Marketing Management
   - A. The Management Process
   - B. Strategic Organizational Planning
   - C. Strategic Business Unit Planning
   - D. Marketing Planning

IV. Marketing Research
   - A. Marketing Information System
   - B. Marketing Research
   - C. Marketing Research Process

V. Consumer Behavior
   - A. Consumer Decisions
   - B. Types of Buying Decisions

VI. Socialcultural Influences on Consumer Behavior
   - A. Family
   - B. Reference Groups
   - C. Social Classes
   - D. Culture

VII. Market Segmentation
- A. Identifying Target Markets
- B. Segmenting Markets

VIII. Targeted Marketing
- A. Segmentation Strategy
- B. Sales Forecasting

IX. Product Offering
- A. Product Classification
- B. Consumer Products
- C. Industrial Products
- D. Product Life Cycle
- E. Fashion Cycle
- G. Product Mix and Product Line

X. Product Management
- A. Product Positioning
- B. Product Design
- C. New Product Development Process
- D. Product Life Cycle

XI. Branding, Packaging, and Labeling
- A. Brands
- B. Packaging
- C. Labeling

XII. Marketing Channels
- A. Channel Structures
- B. Channel Competition
- C. Vertical Marketing Systems
- D. Hortizontal Marketing Systems
- E. Channel Planning

XIII. Retailing
- A. Classifying retail Firms
- B. Non-store Retailing
- C. Franchising
- D. Major Retail Decisions

XIV. Wholesaling
- A. Wholesaling Activities
- B. Types of Wholesaling Middlemen
- C. Major Wholesaling Decisions

XV. Physical Distribution
- A. Warehousing Subsystem
- B. Inventory Control
- C. Materials Handling
- D. Order Processing
- E. Transportation Systems

XVI. Promotion
- A. Promotion Mix
- B. Factors Influencing the Promotion Mix
- C. Objectives of Promotion Activities
- D. Managing the Promotion Effort

XVII. Advertising, Sales Promotion, and Public Relations
- A. Types of Advertising
- B. Sales Promotion
- C. Public Relations and Publicity

XVIII. Personal Selling
- A. Obectives of Personal Selling
- B. Personal Selling Process
- C. Salesforce Management

XIV. Price Determination
- A. Pricing Factors
- B. Discounts and Allowances
- C. Price Promotion
- D. Price Flexibility
- E. Psychological Pricing

XV. Industrial Marketing
- A. Characteristics of the Industrial Market
- B. Segmenting Industrial Markets
- C. Comparison of Consumer and Industrial Markets

Application Experiences:

Case Studies: Examination and analysis of specific problems in marketing.

Computer Simulations: Use of microcomputer simulations for analysis of market decision making.

Marketing Research Project: Preparation and presentation of secondary research of a marketing topic.

Article(s) Critiques: Synthesis and analysis of current literature in marketing.

Suggested Textbooks:

Contemporary Marketing by Boone and Kurtz (CBS College Publishing, 1986)

Introduction to Marketing by Lynch, Ross and Wray (McGraw-Hill, 1984)

Marketing Concepts and Applications by Schew and Smith (McGraw-Hill, 1983)

Marketing: Contempory Concepts and Practices by Schoell (Allyn and Bacon, 1985)

Principles of Marketing by Kotler (Prentice-Hall, 1980)

Principles of Marketing by Evans and Berman (Macmillian, 1988)

Marketing by McDaniel and Darden (Allyn and Bacon, 1987)

Marketing Today by Mentzer and Schwartz (Harcourt, Brace, Jovanovich, 1985)

PRINCIPLES OF SALES PROMOTION

Course Credit: 3.0 Semester Hours

Description: The promotion function refers to communicating information about products, services, image, or ideas to influence consumer behavior. Topics include the communication process, the marketing-communications mix, promotion planning, and managing the promotion functions

Objectives: The student will be able to:

1. Identify the economic and social significance of promotion in society.
2. Select appropriate media in relation to a product or service.
3. Describe the different ways advertising media communicate a product's message to target customers.
4. Describe promotion and its relation to selling and non-price competition.
5. Determine the factors that affect promotional mix.
6. Identify the major elements of a print or broadcast advertisment.
7. Identify the costs of various advertising media.
8. Develop, in accordance with appropriate media; copy, headline, subhead, and illustrations that meet the AIDCA formula and is appropriate to the product and prosepective buyers or users of the product or service.
9. Determine a promotional budget.
10. Develop a promotional campaign for a product or service.
11. Identify, evaluate, and apply methods used to test the effectiveness of a promotional campaign.
12. Describe the characteristics of advertising, publicity, and sales promotion.
13. Explain the channels of communication.
14. Identify the components of a promotional plan: objectives, budget, mix of elements.
15. Describe the scope, importance, and characteristics of advertising and publicity.
16. Identify the role of publicity and its importance in a firm's promotional strategy.
17. Identify the legal environment and self-regulation of promotion.
18. Describe the role of advertising agencies.
19. Identify the basic types of displays used to promote sales.
20. Identify the importance of visual merchandising.

21. Design dispalys considering the elements of display arrangement.

Course Outline:

I. Evolution of Advertising and Promotion
   A. Origin of Advertising
   B. Role and Scope of Advertising and Promotion

II. Advertising and Marketing Communication
   A. Marketing and the Business Firm
   B. The Marketing Concept
   C. Interrelation of the Elements of the Mix

III. Economic Effects
   A. Advertising and the Cost of Goods and Services
   B. Advertising's Influence on the Business Cycle
   C. Advertising and Added Value

IV. Social and Ethical Issues
   A. Advertising and Deception
   B. Comparative Advertising
   C. Advertising as a Source of Information
   D. Advertising and Consumer Needs
   E. Advertising's Influence on the Media

V. Controls on Advertising
   A. Types of Controls
   B. Control by Consumer
   C. Self-Regulation
   D. Government Control
      1. Federal controls
      2. State controls
      3. Control by taxation

VI. Advertising Agency
   A. Types of Agency Organization
   B. Functions of Advertising Agency
   C. Agency Compensation

VII. National and Retail Advertisers
   A. National Advertisers
   B. Retail Advertisers

VIII. Advertising Media and Other Advertising-Related Organizations
   A. Media Advertising and Promotion Department
   B. Media Representatives
   C. Media Associations
   D. Advertising-Related Organizations

IX. Advertising Campaign
   A. Marketing Mix
   B. Planning of Advertising

X. Advertising and Consumer Behavior
   A. Consumer Behavior
   B. Individual Factors
   C. Social Factors
   D. Cultural Factors

XI. Target Markets
   A. Types of Targeting
   B. Criteria for Defining Target Markets

XII. Budgeting for Advertising and Promotion
   A. Approaches to Budgeting
   B. Use of Sales Forecasts in Budgeting
   C. Budgeting Influences

XIII. Measuring Effectiveness of Advertising and Promotion
   A. Classifications for Measuring Effectiveness
   B. Communication Effects
   C. Sales Effects

XIV. Images and Symbols in Advertising
   A. Product Image
   B. Identifying Symbols

XV. Headlines
   A. Functions of Headlines
   B. Classification of Headlines
   C. Characteristics of Effective Headlines

XVI. Promotion Copy
   A. Classifications of Copy
   B. Guidelines for Copywriting

XV. Layouts and Storyboards
   A. Types of Layouts
   B. Qualities of Layouts
   C. Television Storyboards

XVI. Illustrations and Color
   A. Functions of Advertising Illustrations
   B. Use of Color

XVII. Broadcast Commericals
   A. Radio Commericals
   B. Television Commericals

XVIII. Media Strategy
   A. Media Trends
   B. Developing the Media Plan
   C. Media Strategies

XIV. Print Media
- A. Newspapers
- B. Magazines
- C. Direct Mail

XV. Broadcast Media
- A. Television
- B. Radio

XVI. Other Types
- A. Outdoor Advertising
- B. Transit Advertising
- C. Point of Purchase Display
- D. Speciality Advertising

XVII. Sales Promotion
- A. Packages and Package Inserts
- B. Trade shows and exhibits
- C. Sampling
- D. Premiums
- E. Coupons
- F. Cents-off Promotions
- G. Contests, Sweepstakes, and Games
- H. Trading Stamps

XVIII. Visual Merchandising
- A. Exterior of Business
  1. Signs
  2. Marquees
  3. Outdoor Display
- B. Window Displays
- C. Interior Displays

XIX. Elements of Visual Merchandising
- A. Color and Texture
- B. Light and Lighting
- C. Line and Composition
- D. Fixtures

XX. Visual Merchandise Planning
- A. Floor Plans
- B. Display Calendar
- C. Signage

XXI. Point of Purchase Display
- A. Types
- B. Effects and Coordination

Application Experiences:

Advertising Campaign: Preparation of an advertising campaign for a product or service.

Case Problems: Examination and analsysis of specific problems in sales promotion.

Display Construction: Designing and/or building of visual merchandising displays including point of purchase displays.

Instructional Field Trips: Visitations to advertising agencies, newspapers, malls, etc., for the purpose of gathering information and/or evaluating promotional materials.

Suggested Textbooks:

Advertising Procedures by Kleppner (Prentice-Hall, 1986)

Advertising by Frazer (Dryden Press, 1988)

Advertising: It's Role in Modern Marketing by Dunn & Barban (Dryden Press, 1987)

Visual Merchandising by Carty (Milady Corporation, 1985)

Applied Visual Merchandising by Mills and Paul (Prentice Hall, 1986)

Additional Resources:

Oglivy on Advertising by Oglivy (Crown Publishers, 1983)

Strategic Ad Campaigns by Schultz, Martin & Brown (Crain Books, 1984)

A Practical Guide to Visual Merchandising by Cahan & Robinson (Wiley & Sons, 1984)

Suggested Periodicals: Advertising Age, Business Week, Journal of Marketing, Marketing News

PRINCIPLES OF MANAGEMENT

Course Credit: 3.0 Semester Hours

Description: Management involves the development, control, and evaluation of employees. Topics include training techniques, supervisory skills, communication with subordinates, employee morale, job satisfaction, and developing a management philosophy.

Objectives: The student will be able to:

1. Define and describe the term management.
2. Describe the role of management in a business and outline the functions of management.
3. Trace the historical evolution of managerial philosophy.
4. Compare and contrast the contributions and shortcomings of the scientific managers, the administrative management theorists, and the behavorists in management thought.
5. Define the term strategic planning.
6. Compare alternative decision styles and outline the sequential steps in decision making.
7. Describe the value of planning.
8. Categorize organizational systems and identify the factors which influence the optimum type of organization for a business.
9. Compare and contast centralization and decentralization.
10. Define the concept of span of control and relate its importance to organizational design.
11. Describe the three types of authority.
12. Interpret authority relationships from an organization chart and describe the factors which influence the choice of authroity relationships.
13. Identify the source of power in an organization
14. Describe the basic steps in the controlling process.
15. Identify ways of measuring employee performance.
16. Describe techniques for controlling an organization's overall performance.
17. Outline management actions, in terms of human resource planning, which increase employee retention and maximize human resource utilization.
18. Distinguish between managerial styles.
19. Determine the factors which influence the development of managerial style.
21. Identify factors which motivate employees in different levels of an organization.

22. Identify the steps in the communication process.

23. Identify the basic types of communication channels.

24. Identify factors which interfere with personal communication.

25. Identify the value of money, status, working conditions, increased responsibility, and challenging work in motivating individuals.

26. Distinguish between extrinsic rewards and instrinic rewards.

27. Describe procedures for dealing with ineffective performance.

28. Define the term leadership.

29. Describe the staffing function.

30. Define the term delegation.

31. Define the term group.

32. Identify and describe the stages of group development.

33. Define the concepts of job design and task attributes.

Course Outline:

I. Overview of Management
   A. The Nature of Management
      1. Organizations
      2. Process of Management
   B. Management Thought
      1. Origins of Management Thought
      2. Scientific Management
      3. Administrative Theories
      4. Human Relations Approach
      5. Quantitative Approaches
      6. Systems Theory and Management
      7. Contingency Approach
   C. Management Models
      1. Systems Approach
      2. Environmental Variables
      3. Internal Variables
      4. Situational Analysis

II. Decision Making
    A. Decision-Making Concepts
        1. Steps in the Problem-Solving Process
        2. Rational Problem-Solving Process
        3. Constraints on Decision Making
    B. Quantitative Tools in Decision Making
        1. Concepts of Management Science
        2. Tools of Management Science
        3. Cost Considerations in Decision Making

III. Planning
    A. Management Cycle
    B. Planning, Execution, and Control Phases
    C. Planning Trade-Offs
    D. Approaches to Planning, Implementation, and Control
    E. Types of Control

IV. External Factors to the Organization
    A. Environmental Concepts
        1. Methods of Classifying Environmental Variables
        2. Macroenvironment
    B. Social Responsibility

V. Strategic Planning
    A. Steps in Strategic Planning
    B. Policy Formation

VI. Internal Planning
    A. Goals and Objectives
        1. Establishing Goals
        2. Management by Objectives
    B. Approaches to Operational Planning

VII. Controlling
    A. Control Methods and Processes
        1. Control as a Process
        2. Guides for Controlling
        3. Organzing for Control
    B. Financial Controls
        1. Budgeting as a Management Tool
        2. Budget Components
        3. Methods for Measuring Results
    C. Information Systems
        1. Management Information Systems
        2. Design of MIS

VIII. Human Resources
- A. Individuals
  1. Learning Process
  2. Personality
  3. Attitudes
  4. Perception
  5. Motives
- B. Motivation
  1. Theories of Motivation
  2. Satisfaction and Dissatisfaction
  3. Money and Motivation
- C. Job Design
  1. Job Enlargement
  2. Job Enrichment
- D. Groups
  1. Nature of Groups
  2. Types of Groups
  3. Structure of Groups
  4. Differences among Groups
  5. Management of Groups
- E. Communication
  1. Communication Process
  2. Methods of Communication
  3. Communication Breakdowns
- F. Staffing
  1. Human Resource Systems
  2. Planning and Selection Processes
  3. Internal Human Resource Systems

IX. Organizing
- A. Organization Structure and Design
  1. Formal Steps in Organizing
  2. Organizational Chart
     a. Horizontal
     b. Vertical
     c. Lateral
- B. Authority and Power in Organizations
  1. Approaches to Authority
  2. Considerations Relating to Authority

X. Leadership
- A. Leadership Styles
  1. Leadership Traits
  2. Leadership Behavior
  3. Participative Styles
- B. Conflict and Change
  1. Management of Conflict
  2. Change in Organizations
  3. Managing Change Variables

Application Experiences:

Case Studies: Examination and analysis of specific problems in management.

Computer Simulations: Use of microcomputer simulations for analysis of management decision making.

Article(s) Critiques: Systhesis and analysis of current literature in management.

Role Plays: Situational role-plays of management activities.

Suggested Textbooks:

Management: Theory, Process and Practices by Hodgetts (Harcourt, Brace, Jovanovich, 1986)

Management by Kreitner (Houghton Mufflin, 1986)

Management: Principles and Practices by Holt (Prentice-Hall, 1987)

Management by Hellriegel and Slocum (Addison-Wesley, 1986)

The Practice of Management by Miner, Singleton, and Luchsinger (Merrill, 1985)

Management and Organizations by Williams, DuBrin, and Sisk (Southwestern, 1985)

Management by Hicks and Gullett (McGraw-Hill, 1981)

PRINCIPLES OF SALESMANSHIP

Course Credit: 3.0 Semester Hours

Description: The selling function refers to responding to consumer wants and needs through planned, personalized communication to influence purchase decisions and ensure customer satisfaction. Topics include understanding customers, the processes and techniques of selling, the ethics of selling, time and activity planning, product/service knowledge, supporting activities, and managing the selling function.

Objectives: The student will be able to:

1. Identify the markets to which salespeople sell and the resulting differences in sales approaches.
2. Explain the relationship between selling and marketing.
3. Describe the opportunities and satisfactions that can be obtained from sales careers.
4. Describe the personal qualities that help salespeople to become successful.
5. Identify the methods in which salespeople approach sales calls.
6. Describe sales strategies.
7. Identify the basic groups of activities that make up the total selling process.
8. Explain the importance of interactive, participative communication in selling.
9. Define the role of customer information in selling.
10. Recognize the importance of active listening in sales interactions.
11. Demonstrate the ability to ask appropriate questions during a sales interview.
12. Demonstrate the importance of adjusting a presentation to fit a customers' style.
13. Recognize the major barriers to successful communication.
14. Identify major individual and organizational motives for buying.
15. Identify the major influences on the buying process.
16. Explain the importance of market segments to overall sales success.
17. Assess how customers' values, interests, and attitudes can affect the outcome of a sales interaction.
18. Describe the ways in which salespeople prospect for potential customers.
19. Identify the methods companies employ to generate leads.
20. Identify the activities engaged in during the approach and their importance to ultimate sales success.

21. Describe why presentations should be planned and rehearsed.

22. Recognize the value and uses of features, advantages, benefits in selling.

23. Describe the various stages of a presentation and the activities that are associated with each part.

24. Explain the forms that sales resistance can take and their sources.

25. Describe the basic strategy for handling objections.

26. Identify and apply a variety of closing strategies and tatics.

27. Discuss the uses of persuasion in selling.

28. Recognize the similarities between need satisfaction and problem-solving selling in closing a sale.

29. Describe tatics that can be used with problem customers.

30. Identify the most common post-sale activities in which salespoeple engage.

31. Explain why companies assign specific territories to salespeople.

32. Understand the importance of setting priorities in time management.

33. Identify the characteristics of various types of sales positions.

34. Describe the major legal and ethical issues related to selling

Course Outline:

I. Personal Selling
   - A. Challenges in Selling
   - B. Selling's Role in a Firm
   - C. Selling's Role in Society
   - D. Opportunities in Selling
   - E. Rewards in Selling

II. Duties, Responsibilities and Qualifications of Salespeople
   - A. The Salesperson's Job
   - B. Marketing and Sales Positions
   - C. Qualifications for Sales Positions
   - D. Careers in Sales

III. Legal and Social-Ethical Responsibilities of the Salesperson
   - A. Legal Issues
   - B. Ethical and Social Responsibilities

IV. Buyer Behavior and the Buying Process
- A. Types of Buyers
- B. The Decision Process of Buyers
- C. Influences on the Buying Process
- D. The Organizational Buying Process
- E. Information Needed about Buyers

V. The Company, Its Products, Competition, and Policies
- A. Knowledge and Successful Selling
- B. Features, Benefits and Advantages
- C. Pricing, Discounts, and Credit Policies
- D. Securing Information

VI. Communication Principles
- A. The Communication Process
- B. Listening Skills
- C. Oral Communications
- D. Nonverbal Communications
- E. Social Styles
- F. Transactional Analysis

VII. Prospecting and Qualifying Potential Customers
- A. Characteristics of a Good Prospect
- B. Obtaining Prospects
- C. Prospecting by Direct Mail
- D. Prospecting by Telephone

VIII. Planning the Sales Presentation
- A. Precall Information
- B. Making an Appointment
- C. First Impressions

IX. Delivering the Sales Presentation
- A. Types of Sales Presentations
- B. The Selling Process

X. Dramatizing the Sales Presentation
- A. Visual Aids and Techniques for Dramatizing the Presentation
- B. The Effective Use of Selling Aids

XI. Overcoming Objections
- A. Why Customers' Object
- B. Common Objections
- C. Methods and Techniques for Handling Objections

XII. Closing the Sale
- A. When and How to Close a Sale
- B. Methods and Techniques
- C. Handling Closing Routines

XIII. Servicing Accounts and Customer Relationships
- A. Developing Goodwill
- B. Customer Relations and Servicing Accounts
- C. Handling Customer Complaints

XIV. Industrial and Trade Selling
- A. Nature of Industrial and Trade Selling
- B. Group Selling

XV. Retail Selling
- A. Duties and Responsiblities of Retail Salespeople
- B. Sellings Skills and Retailing

XVI. Managing Time, Territory, and Self
- A. Establishing Goals
- B. Territory Analysis
- C. Time Management
- D. Handling Paperwork and Reports

XV. Supporting the Selling Effort
- A. Direct Mail
- B. Telemarketing
- C. Demonstration Centers and Industrial Stores
- D. Advertising

Application Experiences:

Video-Taped Sales Demonstrations: Role play activities in realistic selling situations. Various levels of selling (retailing, industrial) are utilized in the role playing activities.

Field Based Interviews: Interviews conducted with sales personnel in various levels of marketing on aspects of selling.

Case Studies: Examination and analysis of specific problems in selling.

Article(s) Critiques: Synthesis and analysis of current literature in selling.

Suggested Textbooks:

Selling Today: A Personal Approach by Manning and Reece (Brown, 1984)

Creative Selling by Johnson and Faria (Southwestern, 1987)

Personal Selling: An Interactive Approach by Marks (Allyn and Bacon, 1987)

Selling: Principles and Methods by Pederson, Wright and Weitz (Irwin, 1988)

Fundementals of Selling by Futrell (Irwin, 1984)

Personal Selling: Function, Theory and Practice by Mondy, Premeaux, and Young (Allyn and Bacon, 1989)

Contemporary Selling by Cummings (Harcourt, Brace, Jovanovich, 1987)

Selling: Marketing Personified by Balsley and Birsner (Dryden, 1987)

APPENDIX B

POST SECONDARY INSTITUTIONS

OFFERING MARKETING EDUCATION

POST SECONDARY INSTITUTIONS OFFERING MARKETING EDUCATION

Crowder College
Neosho, MO

East Central College
Union, MO

Jefferson College
Hillsboro, MO

Kansas City Metropolitan Community College
Kansas City, MO

Campus: Longview Community College
Maple Woods Community College
Penn Valley Community College

Lincoln University
Jefferson City, MO

Mineral Area Junior College
Flat River, MO

Moberly Area Junior College
Moberly, MO

North Central Missouri College
Trenton, MO

Platt College
St. Joseph, MO

State Fair Community College
Sedalia, MO

St. Louis Community College
St. Louis, MO

Campus: Florissant Valley Community College
Forest Park Community College
Meramec Community College

Three Rivers Community College
Poplar Bluff, MO

APPENDIX C

SAMPLE INTERNSHIP

INSTRUCTIONAL MANAGEMENT PLANS

SAMPLE

MARKETING INTERNSHIP I

Suggested Learning Experiences/Applications (Career Sustaining Level)

#1: HISTORY OF PLACE OF EMPLOYMENT

Describe the following about the place of employment utilized in the internship:

a. Name of Firm
b. Date Established
c. Name of Founder
d. Type of Merchandise/Service provided
e. Number of Employees
f. Early History of the Firm
g. Present Growth Status of the Firm
h. Policies of the Firm
    1. Do any of the policies need revision?
    2. Which policies are most often violated by employees?
    3. Which policies are viewed most positively by employees?
i. Provide an organizational chart of management and employees of the firm.

#2: PERSONAL RESPONSIBILITIES

Describe the importance of why an individual employee in a firm must perform the following duties and responsibilities to the best of their ability:

a. Be on Time
b. Be Accurate in Their Work
c. Participate in the Business Activities
d. Neatness on the Job
e. Courtesy to Others.
f. Welcome Advice and Suggestions
g. Become Familiar with Layout of office, business, and merchandise

#3: DESCRIPTION OF MANAGEMENT RESPONSIBILITIES

Interview your internship manager on how a workday is typically spent. How does his/her answer compare with the description of a manager's workday provided you in class discussions.

#4: ORGANIZATIONAL ACTIVITIES

Determine how your firm "compresses time."

#5: ORGANIZATIONAL OBJECTIVES

Determine how your firm determines their objectives for the operation of the business. How do your individual objectives fit into the firm's objectives?

#6: ORGANIZATIONAL CREATIVITY

Determine how "creativity" is shown in your firm.

#7: MARKETING MIX

Determine how the marketing mix is involved within your firm.

#8: OWNERSHIP OF THE FIRM

Determine and describe the ownership form of your firm (sole proprietor, partnership, corporation, franchise, other).

#9: ORGANIZATIONAL HIERARCHY
Determine the following: How does authority, power, accountability, and responsibility relate to your firm's hierarchy?

#10: ORGANIZATIONAL RELATIONSHIPS
Identify and discuss the line and staff relationship in your firm.

#11: ORGANIZATIONAL PLANNING
Determine how planning is an important part of your firm.

#12: ORGANIZATIONAL AUTHORITY
Provide three examples of delegating authority in your firm.

#13: MOTIVATION
Interview your Internship manager to determine how he/she uses knowledge about motivation to increase productivity of workers in the firm.

#14: REWARDS
What type of reward(s) are you seeking from your work? How is your firm helping or motivating you toward this/these reward(s)?

#15: JOB SATISFACTION/DISSATISFACTION
What do you find most satisfactory about your position in the firm? What do you find least satisfactory about your position in the firm?

#16: COMMUNICATION
Provide three examples of communication problems within your firm. Explain the cause of each problem and possible solutions.

#17: NON-VERBAL COMMUNICATION
Discuss non-verbal communication as witnessed in your firm. Describe how non-verbal communication affected the activity in your firm.

#18: STUDENT TIME-RECORD
Provide complete documentation concerning the number of hours employed in the firm. Use the form provided.

SAMPLE

MARKETING INTERNSHIP II

Suggested Learning Experiences/Applications (Marketing Specialist Level)

#1: HISTORY OF PLACE OF EMPLOYMENT

Describe the following about the place of employment utilized in the internship:

a. Name of Firm
b. Date Established
c. Name of Founder
d. Type of Merchandise/Service provided
e. Number of Employees
f. Early History of the Firm
g. Present Growth Status of the Firm
h. Policies of the Firm
    1. Do any of the policies need revision?
    2. Which policies are most often violated by employees?
    3. Which policies are viewed most positively by employees?
i. Provide an organizational chart of management and employees of the firm.

#2: PERSONAL RESPONSIBILITIES

Describe the importance of why an individual employee in a firm must perform the following duties and responsibilities to the best of their ability:

a. Be on Time
b. Be Accurate in Their Work
c. Participate in the Business Activities
d. Neatness on the Job
e. Courtesy to Others.
f. Welcome Advice and Suggestions
g. Become Familiar with Layout of office, business, and merchandise

#3: MANAGEMENT INTEREST AND POTENTIAL

Describe why you would be interested in obtaining a management position within the Internship firm and what your personal potential is for attaining this position.

#4: MANAGEMENT QUALIFICATIONS

Interview your Internship manager and determine his/her training for their present management position and the expectations of the firm. Match your personal qualifications with those described by your manager.

#5: ORGANIZATIONAL PROBLEMS

Describe how your firm handles the following aspects: morale, absenteeism, and employee turnover and their interrelationships.

#6: ORGANIZATIONAL SELLING

Discuss the phrase "nothing happens until somebody sells something" as it relates to your firm.

#7: TARGET MARKETS

Identify how your firm targets its markets. Discuss what is involved in market segmentation. Why would your firm want to segment the market for their product or service?

#8: DISTRIBUTION CHANNELS
Identify the distribution channels used by your firm.

#9: PRICING STRATEGY
Determine how demand and supply affect your firm's pricing strategy.

#10: PROMOTIONAL ACTIVITIES
Describe the promotional activities of your firm and the various considerations that your firm must undertake in determining the promotional activities.

#11: MANAGEMENT FUNCTIONS
Determine the different management functions performed by managers of the firm at the different levels of the organization.

#12: SPAN OF CONTROL
Define the term span of control. What is the span of control of your firm?

#13: FORMAL/INFORMAL ORGANIZATIONS
Differentiate between formal and informal organizations. What type of organization does your internship firm have? Discuss your answer.

#14: PERSONNEL
Determine the employment process in your internship firm. Describe the type of qualifications in applicants your firm is seeking and how the firm determines which individuals will fill positions in the firm.

#15: BETTERMENT OF THE ORGANIZATION
Determine if your firm utilizes a quality circle group or a group that meets to discuss how to make the operation of the firm better. Identify improvements made in the firm from this group participation.

#16: NON-VERBAL COMMUNICATION
Identify how non-verbal messages play a critical role in the communication process in terms of management/employee relationships.

#17: MANAGEMENT COMMUNICATION
Interview your internship manager to determine, on the average, how much of the work day does management spend in some type of communication (oral and written); how much of that time is spent listening. Discuss how this applies to all employees in the firm.

#18: PERSONALITY BARRIERS
In your opinion, what is the most serious personality defect an employee of your firm could have? Are there any employees in your firm that possess this personality defect? If so, discuss how you would as a potential manager, go about helping this individual in altering this defect.

#19: STUDENT TIME-RECORD
Provide complete documentation concerning the number of hours employed in the firm. Use the form provided.

APPENDIX D

SAMPLE ARTICULATION AGREEMENT

POST SECONDARY INSTITUTION TO POST SECONDARY INSTITUTION

SAMPLE

ARTICULATION AGREEMENT
(Post Secondary Institution to Post Secondary Institution)

This is an Articulation Agreement between [sending Post Secondary Institution] and [receiving Post Secondary Institution].

This Articulation Agreement is for the purpose of articulating Marketing Management programs at the post secondary level. This agreement is for an indefinite period of time, however, an annual review will be conducted to assess the current status of the agreement. This Articulation Agreement may be terminated at any time upon the mutual agreement of both institutions. The review committee will make recommendations as may be necessary.

The review committee will consist of the following persons: (1) a representative of the Marketing Management program at [sending Post Secondary Institution]; (2) a representative of the Marketing Management program at [receiving Post Secondary Institution]; (3) the dean [director] of occupational studies for [sending Post Secondary Institution]; and (4) the dean [director] of occupational studies for [receiving Post Secondary Institution].

The following items are conditions of this Articulation Agreement:

1. This agreement applies only to those students starting a marketing management program at the beginning of the academic year 19__ - 19__

2. This agreement is for the purpose of enabling students to articulate to a "specialization" in a Marketing Management program at [receiving Post Secondary Institution] and that the following courses of the core curriculum must be completed with a grade of "C" or better at [sending Post Secondary Institution]:

Principles of Marketing	3.0 semester hours
Principles of Sales Promotion	3.0 semester hours
Principles of Salesmanship	3.0 semester hours
Principles of Management	3.0 semester hours

3. The following support courses for the marketing management core curriculum must be completed with a grade of "C" or better at [sending Post Secondary Institution] to be accepted by [receiving Post Secondary Institution]:

Introduction to Business	3.0 semester hours
Economics (Micro/Macro)	3.0 semester hours
Legal Aspects of Law (Business)	3.0 semester hours
Accounting Principles	3.0 semester hours

4. The courses identified as "General Education Requirements" will be accepted by [receiving Post Secondary Institution] in the manner specified for all students transferring to the institution.

5. Other courses to be accepted by [receiving Post Secondary Institution] will be analyzed on an individual basis by representatives of the institution.

6. Validation of grades will be made by an official transcript from [sending Post Secondary Institution] forwarded directly to the Registrar at [receiving Post Secondary Institution].

7. The [receiving Post Secondary Institution] may require a favorable recommendation from the Marketing Management Instructor from [sending Post Secondary Institution] as a condition for granting an individual student credit under this Articulation Agreement.

8. If [receiving Post Secondary Institution] finds a student to be seriously deficient in one of the articulated courses, substitute courses may be required to remove deficiencies.

9. This agreement applies only to students enrolling in the Associate of Applied Science (AAS) and/or Certificate programs in Marketing Management, and does not necessarily apply to other programs offered by [receiving Post Secondary Institution].

10. This agreement is in force for students for a period of five years from the date of their last enrollment at [sending Post Secondary Institution]. After a five year period, granting of credit from previous courses in Marketing Management will be considered on an individual basis separate and apart from this agreement.

APPENDIX E

SAMPLE ARTICULATION AGREEMENT

SECONDARY LEVEL TO POST SECONDARY LEVEL

SAMPLE

ARTICULATION AGREEMENT
(Secondary Level to Post Secondary Level)

This is an Articulation Agreement between [Post Secondary Institution] and the respective secondary institution [Name of High School or AVTS].

This Articulation Agreement is the purpose of articulating Marketing Education at the secondary and post secondary levels. This agreement is for an indefinite period of time, however, an annual review will be conducted to assess the current status of the agreement. This Articulation Agreement may be terminated at any time upon the mutual agreement of both [Name of High School or AVTS] and [Name of Post Secondary Institution]. A review committee will make recommendations as may be necessary.

The review committee will consist of the following persons: (1) marketing education instructor representing the school district; (2) the director [coordinator] of vocational-technical education for the school district; (3) the dean [director] of occupational studies for the post secondary institution; and (4) a representative of the marketing management program at the post secondary institution.

The following items are conditions of this Articulation Agreement:

1. This agreement applies only to those students completing a marketing education program at [name of high school or AVTS] beginning the academic year 19__ - 19__.

2. Students who have completed one year of marketing education (Fundamentals of Marketing course) at the secondary level, with semester grades of "B" or better, and after satisfactory completion of 15 semester credit hours at [Post Secondary Institution], of which at least one course must be taken in the Marketing Management program, will be awarded college credit for the following course:

Introduction to Business	3.0 semester hours of credit

3. Students who have completed two years of marketing education (Fundamentals of Marketing and Advanced Marketing courses) at the secondary level, with semester grades of "B" or

better, and after satisfactory completion of 15 semester credit hours at [Post Secondary Institution], of which at least one course must be taken in the Marketing Management program, will be awarded college credit for the following courses:

Introduction to Business	3.0 semester hours of credit
Principles of Marketing	3.0 semester hours of credit
Principles of Salesmanship	3.0 semester hours of credit

4. Validation of high school grades will be made by an official high school transcript from [School District] forwarded directly to the Registrar at [Post Secondary Institution].

5. The [Post Secondary Institution] may require a favorable recommendation from the marketing educator at the respective secondary institution as a condition for granting an individual student credit under this Articulation Agreement.

6. If [Post Secondary Institution] finds a student to be deficient in one of the articulated courses, substitute courses may be required to remove deficiencies.

7. This Articulation Agreement applies only to students enrolling in the Associate of Applied Science (AAS) and/or Certification Programs in Marketing Management, and does not necessarily apply to other programs offered by [Post Secondary Institution].

8. This Articulation Agreement is in force for students for a period of five years from the date of their graduation or departure from the secondary school. After a five year period, granting of credit from previous secondary courses in marketing education will be considered on an individual basis separate and apart from this agreement.

ATTACHMENTS

Procedures

References

Selected Bibliography

Instrument

Glossary

PROCEDURES

To implement the project design and to attain the objectives set forth, the following activities were conducted:

1. The project staff reviewed previous research conducted on post secondary marketing education programs in regard to program requirements, course descriptions and outlines, course hour and/or credit allocations.

2. The project staff analyzed the scope of offerings of current post secondary marketing education programs in Missouri.

3. An initial meeting of instructors of post secondary marketing education programs was held during the fall leadership conference of the post secondary vocational student organization. At the meeting, post secondary marketing education instructors reviewed the initial findings of the project staff and provided input into the proposed survey instrument to be used in consensus building. Discussions centered around the following topics: mission statement for post secondary marketing education; program title; common courses; prefix/suffix for course titles; and involvement of post secondary instructors in course development.

4. Following the meeting with post secondary marketing education instructors, the survey instrument was finalized and printed. A letter of explanation, the survey instrument, and stamped self addressed envelope were mailed to each post secondary marketing education instructor.

5. Follow-up phone calls were made to post secondary instructors who had not returned the survey instrument within two weeks. An eighty-five percent return rate was obtained. Additional follow-up to those not responding did not yield any additional survey returns.

6. Tabulation of the survey instrument consisted of calculation of number of responses and percentages. In an tabulating the survey results, consensus in principle was achieved if 75 percent of the respondents agreed to a principle statement.

7. A second meeting of post secondary marketing education instructors was held at the spring competitive events conference of the post secondary vocational student organization. At this meeting, project staff discussed the results of the survey and sought additional information and

clarification of consensus items. Additional input from post secondary marketing education instructors was sought as to the content and application experiences of the courses identified as "core courses."

8. Project staff refined the outlines for the "core courses" to include a course description, course outline, application experiences, suggested textbooks, and additional resources as needed.

9. Selected post secondary instructors (those who indicated an interest in assisting in the project) reviewed the developed materials for the core courses. Based on suggestions from these individuals, the core courses were refined.

10. The final product developed was a model program philosophy and scope of offerings for post secondary marketing education programs. In addition, articulation agreements for both vertical (secondary to post secondary) and horizontal (post secondary to post secondary) articulation were developed.

REFERENCES

Specific references utilized in this study included course outlines and materials supplied by post secondary marketing education instructors.

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Crawford, Lucy C. and Warren G. Meyer. Organization and Administration of Distributive Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1972.

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Smith, Clifton L. An Examination of Post Secondary (Junior and Community Colleges) Marketing and Mid-Management Curriculums. Jefferson City: Missouri Department of Education, Vocational Planning and Evaluation, 1988.

INSTRUMENT

The consensus instrument used to gather data from post secondary marketing education is provided on the following pages. Consensus in principle was achieved if 75 percent of the respondents agreed to the principle statement.

MISSOURI POSTSECONDARY MARKETING & MID-MANAGEMENT
CORE CURRICULUM SURVEY

Please compete the following questions in order to assist in the planning of a core curriculum for postsecondary marketing/mid-management programs in Missouri.

The survey results will provide data to assist the "advisory committee" in reaching consensus in principle. Consensus in principle means that you adopt, in principle, the statement. Further refinement of those statements is understood to be possible. Consensus in principle will be if 75% of the respondents agree with the statements.

PLEASE CHECK/FILL OUT THE FOLLOWING:

Current Position: _____Full-time Instructor _____Advisory Committe Member

_____Program Coordinator/Supervisor _____Program Director/Dean

Institution:_____

DIRECTIONS: For each of the following statements, check the appropriate response that closest matches your opinion of the statement. Each statement stands by itself and should be answered as such.

1. Mission of Marketing Education

Do you believe the following represents the mission of marketing education at the postsecondary level?

"The Mission of Marketing Education at prebacalaureate levels is to develop competent workers in and for the major occupational area within marketing, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system."

_____ Agree _____ Disagree

COMMENTS:

2. Mission of Marketing/Mid-Mangement Programs in Missouri

Do you believe that the Marketing/Mid-Management Programs in Missouri has the following mission?

"The mission of the [Marketing/Mid-Management] program is to introduce students to the broad field of marketing--both in content and careers; provide them with academic experiences in product planning, pricing and distribution, market research, advertising and sales promotion, and selling techniques; and be able to perform basic marketing functions in marketing occupations such as retailing, wholesaling, transportation and service businesses."

_____ Agree _____ Disagree

COMMENTS:

(please continue to next page)

3. Program Title for Marketing/Mid-Management Program in Missouri

Directions: Indicate which of the following program titles should be adopted for Marketing/Mid-Management programs in Missouri (for those programs other than those which are specific occupationally based, i.e. Fashion Marketing; Hospitality Marketing).

You should select only "ONE" title that you agree with.

BUSINESS MANAGEMENT	_____ Agree	_____ Disagree
MARKETING MANAGEMENT	_____ Agree	_____ Disagree
MID-MANAGEMENT	_____ Agree	_____ Disagree
MANAGEMENT	_____ Agree	_____ Disagree
BUSINESS/MID-MANAGEMENT	_____ Agree	_____ Disagree

COMMENTS:

4. Common core courses for the Marketing/Mid-Management Programs in Missouri

Directions: Indicate whether you agree or disagree that the courses listed below should be part of a common core of courses for the Marketing/Mid-Management program. A common core of courses are those identified that all students would complete as part of a degree requirement.

A. Marketing	_____ Agree	_____ Disagree
B. Marketing Information Management (Market Research)	_____ Agree	_____ Disagree
C. Sales Promotion (Advertising & Visual Merchandising)	_____ Agree	_____ Disagree
D. Selling (Salesmanship)	_____ Agree	_____ Disagree
E. Management (or Supervision)	_____ Agree	_____ Disagree
F. Economics	_____ Agree	_____ Disagree
G. Legal Aspect of Business (Law)	_____ Agree	_____ Disagree
H. Accounting Principles	_____ Agree	_____ Disagree
I. Mathematics Applications in Marketing	_____ Agree	_____ Disagree
J. (Micro)computer Applications in Marketing	_____ Agree	_____ Disagree
K. Internship (or a variation of)	_____ Agree	_____ Disagree

5. Prefix/Suffix of Course Titles for the core courses

Directions: Indicate which course prefix/suffix do you believe should be used to describe the appropriate core courses for the Marketing/Mid-Management program? Check only one from the examples below.

_____ Marketing (no prefix or suffix)
_____ **Principles** (of Marketing)
_____ **Fundamentals** (of Marketing)
_____ (Marketing) **Principles**
_____ **Introduction to** (Marketing)

COMMENTS:

YOUR ASSISTANCE IN RETURNING THIS SURVEY AS SOON AS POSSIBLE WILL ALLOW FOR TABULATION AND ADDITIONAL SURVEY ITEMS TO BE DEVELOPED AND CONSENSUS REPORTS TO BE PROVIDED. **PLEASE RETURN THIS SURVEY WITHIN ONE WEEK OF RECEIPT.**

PLEASE RETURN THIS SURVEY TO: **CLIFF SMITH**
MARKETING EDUCATION
202 LONDON HALL
UNIVERSITY OF MISSOURI
COLUMBIA, MO 65211

If you would like to get involved in developing the core curriculum model for the marketing/mid-management programs in Missouri, please fill out the form below. Thanks for your help!

I would like to be:

_____ **Directly Involved.** Directly involved would be assisting in development of one of the core courses as a content specialist and would require two 1-day meetings in the spring.

_____ **Indirectly Involved.** Indirectly involved would be providing input either into the curriculum guide model or the core content without attending the meetings.

Name_____

School and School Address_____

_____

City and Zip_____ School Phone ( )_____

GLOSSARY

Advanced Placement: Any arrangement that enables a secondary student to receive credit for and bypass courses in a postsecondary program.

Articulated Curriculum: Secondary and/or post secondary courses of study that have been (re)structured so as to avoid duplication of learning components and smooth transistion from one level to the next.

Articulation: A planned process linking two or more educational systems to help students make a smooth transition from a secondary level of occupational training programs to the two-year post secondary level without experiencing delays or duplication of learning.

Core Courses: Occupational specific courses which contain competencies common to a cluster of occupationally related programs. These are the basic foundations to the cluster.

Curriculum: A curriculum is the composite of courses, subject matter, and learning experiences provided a learner by the institution. A curriculum provides a unity in which the dimensions and domains of the education effort and occupational purposes are meaningful and identifiable.

Horizontal Articulation: When students move from one school or program to another of the same type and at the same level.

Marketing: Marketing is the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods and services to satisfy individual and organzational objectives. (American Marketing Association, 1985)

Marketing Education: Marketing Education is a program of education providing vocational instruction at prebaccalaureate levels to develop competent workers in and for the major occupational areas within marketing.

Marketing Internship (Cooperative Education Method): The Marketing Internship features a practical arrangement by which each student is placed in a real occupational situation and trained in the responsibilities and attitudes required on actual jobs existing in the field of the student's career interest and potentialities.

Post Secondary Education: Post secondary education is instruction at the 13th and 14th grade levels provided in a broad variety of educational institutions. These may be community colleges, junior colleges, or divisions of four-year collegiate institutions.

Post Secondary Institution: A community college, junior college or a division of a four-year collegiate institution that delivers occupational training primarily for grades 13-14.

Secondary Institution: A high school or vocational school that delivers education/training primarily for grades 10-12.